



Equalities Policy

***Inclusive of the
Accessibility Action Plan
2020- 2022***

We welcome our duties under the Equality Act 2010 to show due regard to the need to eliminate discrimination harassment and victimisation, advance equality of opportunity between those people who share protected characteristics and those who do not, and foster good relations between different people when carrying out their activities to promote community cohesion.

We recognise the nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Guiding principles

In fulfilling our legal obligations and best practice aspirations, we are guided by nine principles:

- all pupils, their parents and carers, are of equal value;
- we recognise and respect difference - treating people equally does not mean treating everyone the same. Equality is about fair treatment and sometimes people have to be treated differently in order to make sure that things are fair;
- we foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- we observe best equalities practice in staff recruitment, retention and development;
- we aim to reduce and remove inequalities and barriers that already exist;
- we consult and involve widely.
- we intend that society as a whole should benefit from our policies and activities, promoting greater social cohesion and participation in public life;
- we base our practices on sound evidence and information; and
- we formulate and publish our equality objectives at least every four years and our accessibility plan is reviewed at least every three years.

In practice, this means assessing the implications for people with particular protected characteristics when making a decision; considering equality implications when developing policy and taking action; and integrating the public sector equality duty into the carrying out of our functions. In doing this, we keep each curriculum subject and teaching strategy under review to ensure that teaching and learning reflect the guiding principles set out above. We also seek to evidence the application of these principles in:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and other agencies
- Partnership working with the wider community
- The publication of our equality objectives and accessibility plan

Overdale Infant School is opposed to all forms of prejudice, bullying and harassment. We have a range of policies and procedures which set out how incidents should be identified, recorded, addressed and resolved. We monitor and report on such incidents. We respect the religious beliefs and practices of all staff, parents and pupils and comply with reasonable requests relating to religious observances and practice.

Publishing information

We recognise our duty under the Act to publish information to demonstrate our compliance with the act.

Eliminating discrimination and other conduct prohibited by the Equality Act 2010:

- Our website publishes a range of policies which stress the importance of avoiding discrimination and notes other prohibited conduct.
- Our governor minutes files contain a briefing note which has been used to support governors to understand their responsibilities in relation to the Public Sector Equalities Duty (PSED).
- Our staff have access to Local Authority guidance and information on PSED through the schools' extranet.
- We make use of the Local Authority's toolkit to support us in meeting the PSED duties.
- We publish our accessibility plan on our website.

Advancing equality of opportunity between those who share a protected characteristic and those who do not:

- Governors monitor the provision of SEND children to ensure they have appropriate access to the curriculum.
- Our Comets additional provision for children with SEND has improved our inclusive provision and has accelerated progress for SEND children.
- Our Nurture groups, Little Treasures and Sunbeams, have supported our vulnerable children who have social and emotional needs access the curriculum more readily.

Fostering good relations across all characteristics between people who share a protected characteristic and those who don't:

- Our website publishes our SMSC policy which promotes good relations.
- We have been awarded the Anti-Bullying Community Award by Leicester City Council which recognises our anti-bullying and harassment strategy.
- The curriculum includes a planned programme of visits to City-wide religious and cultural centres and events which promote tolerance and understanding.
- Themed assemblies deal with various and relevant issues in an age-appropriate way.
- Happy Lunchtimes promote inclusion of all children at play times and this helps to address the potential for tensions between different groups of people.

Monitoring and review

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy, procedures and related actions are implemented. The specialist governor with responsibility for equalities is Heather Powell.

The Head Teacher and Senior Leadership Team (SLT) are responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities, given appropriate training and support, and for taking action in respect of this policy.

All staff are expected to:

- promote an inclusive and collaborative ethos;
- deal with any prejudice related incidents as they occur;
- plan and deliver curricula that reflect the principles above;
- support those pupils and families for whom English is an additional language; and
- keep up to date with equalities legislation relevant to their work.

The following should also be noted:

- Breaches of this policy will be dealt with by the formal procedures laid down.
- We collect and analyse data in relation to achievement, broken down according to some of the protected characteristics.
- The promotion of community cohesion is integrated into this policy.
- The wording of this policy in certain places reflects the duties of the Act.

Equality objectives 2020 - 2022

Our current equality objectives are as follows:

- Strive to achieve equality of opportunity for all, adults and pupils, regardless of protected characteristics.
- Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion).
- Strive for all pupils, regardless of protected characteristics of the absence thereof, to achieve the highest possible standards in their learning and make good or better progress.
- Ensure that the appointment of staff is in line with equal opportunities legislation.
- Ensure that the governing body of the school reflects the wider community.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- To ensure that resources and reading materials reflect the wider community.

Accessibility plan 2020 - 2021

Target	Strategy	Outcome	Achieved
Ensure that all steps, radiators and poles are clearly marked to provide contrast for adults and children with Visual Impairment.	Yellow paint to mark raised steps. Tape around radiators and canopy poles.	This will help children and adults see the edge of the step or barrier more clearly and avoid any accident or injury.	
To ensure all toilets are accessible with handrails and assisted seats in all toilet cubicles.	Additional rails and toilet seat.	There will be a designated toilet in each toilet cubicle, this will ensure children can have appropriate access to the toilet wherever they are in the school.	
Ensure that the curriculum can be accessed by all children.	Ensure that timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	
Ensure that the reading materials we share with the children reflect the wider community.	Stories purchased to reflect a wide range of cultures, communities and backgrounds. Different relationships and family groups to be shared but we will not promote a particular one.	All children will feel represented. Children will be further educated about discrimination and prejudice towards others.	
To fully embed language of the month in all classes.	Staff will be taught how to say key phrases in each language. EAL coordinator to monitor use of different languages in class.	All languages present in school will have time dedicated to them and children who speak those languages will hear staff and children speaking in their language.	
To further develop our additional provision for children with complex SEND needs. (Comets)	Comets to become a long-term part of our Graduated Response and available to children who have difficulties accessing the classroom.	Children will have a low sensory environment and be part of provision with a higher staff ratio than the classroom. The children will be able to make more progress academically and socially when they are in the right environment.	